

Секция №3. Формирование и диагностика академических компетенций

Project work as a method of future dentists' foreign language competence formation

Kulbashna Ya.A., Zakharova V.A.

Bogomolets National Medical University, Kyiv, Ukraine

With the introduction of competence approach, the concept of teaching has changed; because of it pedagogy has been looking for new methods and techniques to achieve good results working with a group or class. Today, the tendency of teachers to improve the quality of education sounds more and more insistently. They call for the transition to teaching using the newest educational technologies which allow the implementation of different methods in practice. Therefore, one of them is a project work.

Historically, the project method emerged in 1577 when master builders founded the Accademia di San Lucca in Rome to advance their social standing by developing their profession into a science and improve the education of their apprentices by offering lessons in the theory and history of architecture, in mathematics, geometry, and perspective. To bridge the gap between theory and practice, the architects subsequently expanded their repertoire beyond teacher-centered methods. They transferred them in the way that the students could acquire knowledge through learning by doing and simulating real life situations, already at the university. These beginnings indicate that the project method – like the experiment of the scientist – has its origin in the academization of a profession. Consequently, the concept of teaching by projects is not the result of abstract philosophical deliberations, but of practical teachers' thinking in order to activate their students' minds and make their training interesting, lively, and, as far as possible, authentic and useful [3].

The project work, also known as project method, project approach, and project-based learning, is one of the standard teaching methods. Currently it is defined as a kind of task that may be used by a teacher to make students use their language knowledge in a communicative situation. Project work allows students to consolidate the language that they have learnt and encourages them to acquire new vocabulary and grammar. It also motivates students to practise in a wide range of communicative skills such as reading, listening, writing and speaking [2].

Analysis of scientific articles written by different researches [1, 2] found out that mostly projects are used for motivating students to explore cultural information such as "Presentation of my country", "The study of a region" or "Guide to the target language country". There is not enough attention paid to implementation of projects in teaching dental students. But project work can be also successfully used for future dentists' foreign language competence formation. As a matter of fact, dentists' for-

foreign language competence includes the combination of their foreign language and professional competences. In this way dental students can discover scientific and professional information by performing a project work. Topics for project work should be related to dental specialty and may include anatomy (skull anatomy, oral cavity anatomy, tooth anatomy), dental disorders and diseases (caries, pulpitis, periodontitis, periostitis, gingivitis, paradontitis, abscesses, phlegmons and tumors of the oral cavity or different types of malocclusions), medical emergencies (profuse bleeding, syncope, vascular crises, hypertensive crises, anaphylactic shock, heart arrest) or psychological problems (fear of dentists or dental phobia). Choosing these issues for dental students' project enables learners to exploit scientific and professional information. Therefore, it provides opportunities for them to discover the things that are important for their future profession. As a result, project work creates links between the foreign language competence and the professional competence.

While working with a project work, students have a good enhance a number of their skills:

- ✓ ability to work with additional information (the ability to highlight the main idea, to search information in foreign language),
- ✓ ability to analyze information,
- ✓ ability to generate ideas,
- ✓ ability to find several ways to solve a problem,
- ✓ ability to communicate (to receive information, to respond to information, to express an idea, to support own idea) [1].

To achieve this aim, students should be thoroughly prepared for this kind of activity: vocabulary or grammar difficulties should be managed at the beginning of the lesson. New grammar or vocabulary material should be presented and practiced and only after that students are able to use this knowledge in free speech [4].

Notwithstanding the fact that project work is only a part of the lesson, it should be thoroughly planned in order to achieve success. Different teachers have different points of view on the issue how to plan project works. They use different ways. A researcher N. Ashurova [2] considers necessary passing through the five stages:

- ✓ initial discussion of the idea,
- ✓ making decision on a form of the project,
- ✓ practising language skills,
- ✓ collecting information,
- ✓ displaying the result of the research.

Another researcher K. Stricker [5] gives a prominence to the following stages:

- ✓ initiation,
- ✓ planning,
- ✓ execution,
- ✓ monitoring,
- ✓ closing stages.

According to own pedagogical experience, it is appropriate using of the next stages:

- ✓ initiation,

- ✓ execution,
- ✓ presentation delivery,
- ✓ project close.

Initiation: At this stage a teacher presents the idea of the project work, provides brief information about the overall project goals, divides students into small groups or pairs and assigns the tasks to the groups. It is also a great time to build team enthusiasm about the project.

Execution: After students received instructions, the team can begin executing the project according their assigned tasks. It is the stage where everyone actually starts doing the work: looking for necessary information and the ways to present it. When students are busy with their work, a teacher monitors the process, provides some directions and help students to manage some difficulties.

Presentation delivery: This stage is devoted to the oral presenting information. The way, the learners present information, is chosen by the students. The focus is on the content of the information and the way the students support it. Students are free to choose different forms of material presentation: power point presentations, presentations with the pictures, making posters, usual reports. They may vary depending on students' capabilities and time is given for preparation. After presentations are delivered by the groups, some discussion may be initiated by a teacher.

Project Close: Once all the details and tasks of project are complete and everybody agreed on discussed items, teacher can finally close the project work by brief summarizing the most important information and praising students. Encouraging students is very important and motivated technique, as project work is quite challenging task for the students, especially those who are usually shy.

Students with different levels of foreign language competence can be involved in project work according to the level of their knowledge. Learners with the low level of foreign language competence can take part in preparing the information and asking questions during discussion when students with the high level of foreign language competence may present information, support the opinion of the group by providing facts and arguments.

This method has a number of advantages. It provides successful teaching of language components (grammar and vocabulary) together with the development of language skills (reading, listening, writing and speaking) by putting students into the center of activity where they use the language, professional knowledge and practise communicative speech. Project is an extended language activity focused on the vocabulary topics together with professional component. Learners can experiment with the language in a real life conditions. Besides, this kind of activity encourages the learners to work things out for themselves and in this way form self-educational competence. Well planned project work is not only informative for the students, but interesting, live activity with lots of positive emotions that motivate students to keep on studying.

Conclusion. Taking into consideration what is mentioned above; a project work is successfully used to form future dentists' foreign competence. The necessity of project application is thoroughly considered and substantiated in the article.

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О значении преподавания основ иммуноморфологии и гистохимии в высшем медицинском образовании

Атякшин Д.А., Алексеева Н.Т., Филин А.А.

*ФГБОУ ВО «Воронежский государственный медицинский университет
им. Н.Н. Бурденко» Минздрава России, г. Воронеж, Российская Федерация*

Гистохимия – наука, имеющая богатую историю своего развития. Начиная с идентификации взаимосвязи строения клеток и тканей с их химическим составом, гистохимия привела в конечном итоге к появлению иммуногистохимического окрашивания, существенно расширив горизонты морфологического исследования. Связывая вместе структуру и функцию биообъекта, гистохимия открывает понимание новых путей выявления топографических и метаболических особенностей обмена веществ [1]. Сформировавшись в отдельную научную дисциплину, гистохимия представляет собой эффективный метод познания, обладающий специфическими методическими закономерностями и строгой логикой научного поиска.

Возможности гистохимии в решении научно-методических проблем, до сих пор недоступные другим методам, к настоящему времени возрастают, и переходят на молекулярный уровень живой материи. Широкий круг специалистов, в том числе гистологи, анатомы, патоморфологи, судмедэксперты, клеточные биологи и др. сегодня пользуются фундаментальными наработками, сделанными известными учеными на протяжении более вековой истории развития гистохимии. В теоретический фундамент гистохимии взаимодополняющей мозаикой вошли гистология, химия, биохимия, физиология, патологическая анатомия, патофизиология, и, наконец, молекулярная биология.

Современные возможности иммуногистохимии позволяют морфологам работать на молекулярном уровне, что с успехом используется при постановке и верификации диагноза онкологических заболеваний [2, 3].

Идентифицируя антигены на клеточной мембране, в цитоплазме и на ядерной мембране, методы иммуногистохимии позволяют определять молекулярный профиль клеток изучаемого органа [4]. В онкологии данные сведения